



Florence 2 School District

2121 South Pamplico
Pamplico, South Carolina

Grades	PK-12 District	
Enrollment	1,269 Students	
Superintendent	Robert E. Sullivan Jr.	843-493-2502
Board Chair	Mr. Thadis D. Calcutt	843-493-0626

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

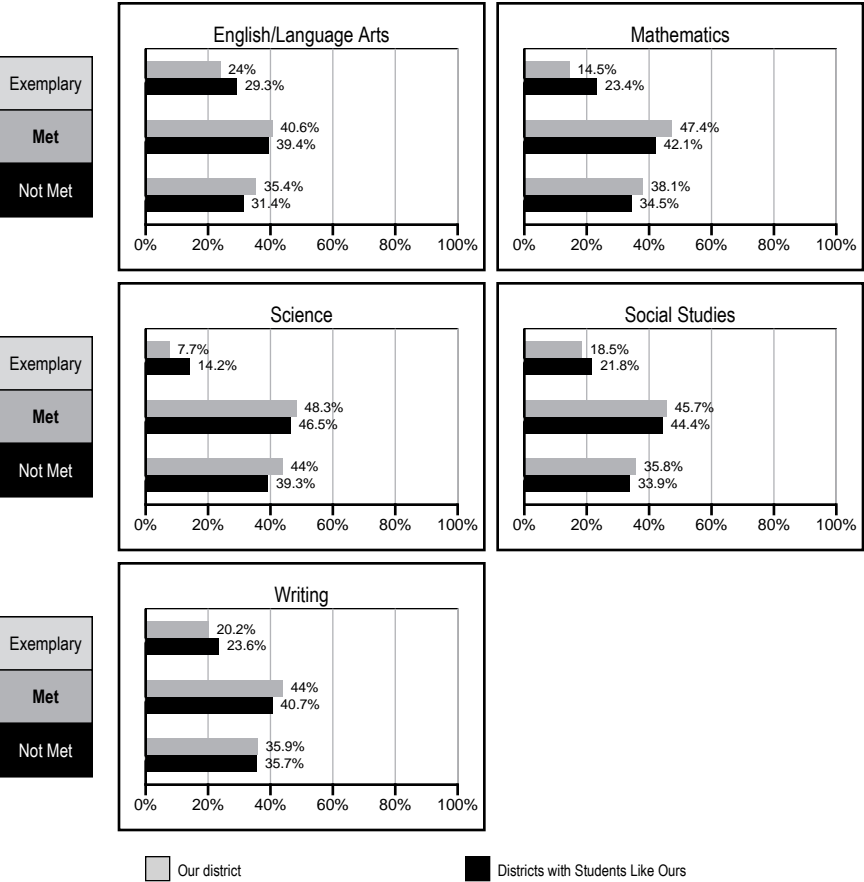
97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	18	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	81.6%	69.3%	77.1%	74.6%	77.7%	72.7%
Passed one subtest	12.6%	13.9%	14.5%	14.2%	11.5%	14.3%
Passed no subtests	5.7%	16.8%	8.4%	11.2%	10.8%	13.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	73.9%	76.6%
English 1	70.5%	61.5%
Physical Science	39.8%	45.8%
US History and the Constitution	43.0%	35.7%
All Subjects	55.6%	55.5%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,269)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	4.5%	Down from 6.9%	3.6%	3.1%
Attendance rate	97.3%	No Change	95.7%	95.7%
Eligible for gifted and talented	4.6%	Up from 4.3%	12.0%	11.2%
With disabilities other than speech	14.4%	Down from 14.8%	11.0%	10.6%
Older than usual for grade	7.6%	Down from 8.6%	5.0%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 3.3%	0.6%	0.5%
Enrolled in AP/IB programs	7.4%	Up from 3.4%	8.1%	10.5%
Successful on AP/IB exams	31.3%	N/A	51.1%	51.2%
Eligible for LIFE Scholarship	29.1%	Up from 24.7%	29.4%	30.8%
Enrolled in adult education GED or diploma programs	5	Down from 6	40	40
Completions in adult education GED or diploma programs	4	Down from 5	22	30
Annual dropout rate	1.8%	Up from 0.0%	4.1%	3.4%
Teachers (n=88)				
Teachers with advanced degrees	54.5%	Up from 53.9%	56.4%	56.8%
Continuing contract teachers	83.0%	Up from 75.3%	79.5%	76.7%
Teachers with emergency or provisional certificates	2.5%	Down from 3.8%	4.2%	4.6%
Teachers returning from previous year	87.4%	Down from 88.4%	88.5%	88.4%
Teacher attendance rate	94.2%	Up from 94.1%	95.2%	95.0%
Average teacher salary*	\$45,313	Up 1.3%	\$46,188	\$46,992
Vacancies for more than nine weeks	3.4%	No Change	0.3%	0.4%
Professional development days/teacher	13.9 days	Up from 13.2 days	13.2 days	13.1 days
District				
Superintendent's years at district	0.5	Down from 16.0	3.5	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 18.4 to 1	19.9 to 1	20.5 to 1
Prime instructional time	90.2%	Down from 90.3%	89.7%	89.8%
Dollars spent per pupil**	\$9,316	Up 8.8%	\$9,397	\$9,279
Percent of expenditures for teacher salaries**	52.0%	Down from 53.7%	52.7%	52.7%
Percent of expenditures for instruction**	55.4%	Down from 57.0%	56.1%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	2	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	2.3%	3.5%
Average age in years of school facilities	20 Years	Up from 19 Years	23 Years	28 Years
Number of schools with SACS accreditation	2.0	No Change	7.0	8.0
Parents attending conferences	93.5%	Down from 94.7%	95.1%	93.9%
Average administrator salary	\$88,158	Down 22.5%	\$78,358	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	81	96.3%	387	55.6%	101	79.2%	No
Gender							
Male	41	97.6%	180	53.3%	51	80.4%	N/A
Female	40	95.0%	207	57.5%	50	78.0%	N/A
Racial/Ethnic Group							
White	43	100.0%	190	64.2%	54	77.8%	N/A
African American	37	91.9%	187	44.4%	43	86.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	67	22.4%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	42	92.9%	259	47.1%	56	71.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	96.3%	93.0%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	101	385
Number of Diplomas	80	292
Rate	79.2%	75.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	448	418	468	437	418	413	1333	1268		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	15.6	20.6	15.9	20.3	15.6	20.5	15.9	19.6	15.9	20.3
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	5.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The South Carolina Annual School Report Card Summary is a comprehensive review of the previous school year's data from state administered test. It is vital for the community to review information concerning our students and the schools. The school system welcomes comments and questions from students, parents, and community members. Our local school officials are always available to meet with local civic groups, churches, and other agencies to present the School Report Card information.

Florence School District Two's students are administered the following state mandated tests throughout the school year: HSAP, PASS, NAEP, ELDA, SC-Alt., and EOCEP. Our two schools Hannah-Pamplico Elementary/Middle School and Hannah-Pamplico High School are working extremely hard to make improvements in the areas that are identified as a deficiency on these assessment tests.

Florence School District Two is very proud that Hannah-Pamplico High School just completed its ten year Southern Association of Colleges and Schools (SACS) Review. Hannah-Pamplico Elementary/Middle School completed the External Review process through the State Department of Education. The school elected to complete the process with a liaison before it was mandated. Congratulations! To both schools for being proactive in making their schools the best they can be for their students.

During these extremely difficult financial times, it becomes the administration's responsibility to provide our teachers, students, and staff the resources they need to make a difference every day at school. Our jobs are to produce graduates that are competitive, well-rounded, and better for the post secondary challenges that they desire to pursue.

If at any time you have questions or comments, please feel free to contact anyone on the Florence School District Two administrative team for assistance. Please call me at 843-493-2502 at any time.

Sincerely,
Robert E. Sullivan, Jr.
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Continuing District Improvement
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The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status
Hannah-Pamplico Elementary/Middle	R

The Florence 2 School District consists of 2 public schools with 1 of these schools, or 50%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	551	99.3	34.9	40.8	24.3	78.8	82.8	Yes	Yes
Gender									
Male	291	99.3	37.3	41.7	21.0	77.5	79.3	N/A	N/A
Female	260	99.2	32.3	39.9	27.8	80.2	86.5	N/A	N/A
Racial/Ethnic Group									
White	277	98.9	26.2	38.4	35.4	82.5	89.5	Yes	Yes
African American	254	100.0	43.5	44.7	11.8	74.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	20	95.0	47.4	26.3	26.3	84.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	108	97.2	61.6	34.3	4.0	54.5	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	13	100.0	53.3	26.7	20.0	80.0	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	367	99.5	41.6	43.3	15.1	75.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	551	99.5	37.7	47.7	14.6	74.2	78.9	Yes	Yes
Gender									
Male	291	99.3	39.1	45.4	15.5	74.9	77.0	N/A	N/A
Female	260	99.6	36.1	50.2	13.7	73.5	80.9	N/A	N/A
Racial/Ethnic Group									
White	277	98.9	25.9	50.6	23.6	82.1	87.2	Yes	Yes
African American	254	100.0	51.1	45.1	3.8	65.4	66.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	20	100.0	35.0	40.0	25.0	75.0	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	108	97.2	74.7	22.2	3.0	40.4	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	13	100.0	40.0	33.3	26.7	73.3	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	367	99.7	44.6	47.2	8.1	69.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	365	99.7	43.0	49.4	7.6	57.0	67.5
Gender							
Male	200	100.0	44.1	48.4	7.5	55.9	67.0
Female	165	99.4	41.8	50.6	7.6	58.2	68.0
Racial/Ethnic Group							
White	185	99.5	28.7	58.6	12.6	71.3	79.5
African American	165	100.0	58.1	39.4	2.6	41.9	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	15	100.0	53.3	46.7	N/A	46.7	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	69	98.6	73.4	25.0	1.6	26.6	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	10	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	237	99.6	52.9	44.8	2.2	47.1	55.1

Social Studies

All Students	369	99.5	35.2	46.4	18.4	64.8	72.3
Gender							
Male	191	99.5	32.4	43.8	23.9	67.6	71.5
Female	178	99.4	38.0	49.1	12.9	62.0	73.2
Racial/Ethnic Group							
White	194	99.0	30.1	45.4	24.6	69.9	80.7
African American	163	100.0	42.1	48.0	9.9	57.9	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	12	100.0	25.0	41.7	33.3	75.0	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	81	97.5	63.5	31.1	5.4	36.5	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	9	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	246	99.6	38.7	49.6	11.7	61.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	539	98.3	35.1	43.3	21.6	64.9	70.2	96.1	96.1
Gender									
Male	284	97.9	40.8	40.8	18.4	59.2	63.2	96.0	96.0
Female	255	98.8	28.9	45.9	25.2	71.1	77.5	96.2	96.3
Racial/Ethnic Group									
White	272	98.2	25.0	44.2	30.8	75.0	79.1	95.5	95.9
African American	247	98.8	46.2	41.9	12.0	53.8	57.6	96.8	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	86.2	97.3
Hispanic	20	95.0	36.8	47.4	15.8	63.2	62.6	96.8	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	104	94.2	79.2	16.7	4.2	20.8	26.1	95.1	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	13	100.0	40.0	46.7	13.3	60.0	61.2	95.9	96.8
Socio-Economic Status									
Subsidized meals	359	98.6	43.4	42.2	14.4	56.6	58.9	95.8	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	90	100.0	27.1	32.9	40.0	72.9
	4	80	98.8	15.5	45.1	39.4	84.5
	5	85	100.0	29.6	50.6	19.8	70.4
	6	103	100.0	42.3	42.3	15.5	57.7
	7	105	100.0	47.5	31.7	20.8	52.5
	8	88	96.6	40.5	45.2	14.3	59.5
Mathematics							
2009	3	90	100.0	49.4	32.9	17.6	50.6
	4	80	98.8	23.9	53.5	22.5	76.1
	5	85	100.0	38.3	45.7	16.0	61.7
	6	103	100.0	32.0	58.8	9.3	68.0
	7	105	100.0	42.6	43.6	13.9	57.4
	8	88	97.7	37.6	51.8	10.6	62.4
Science							
2009	3	45	100.0	35.7	50.0	14.3	64.3
	4	80	98.8	28.2	66.2	5.6	71.8
	5	42	100.0	45.0	50.0	5.0	55.0
	6	50	100.0	50.0	43.8	6.3	50.0
	7	105	100.0	46.5	45.5	7.9	53.5
	8	43	100.0	57.1	35.7	7.1	42.9
Social Studies							
2009	3	45	100.0	30.2	46.5	23.3	69.8
	4	80	98.8	12.7	62.0	25.4	87.3
	5	43	97.7	35.0	40.0	25.0	65.0
	6	53	100.0	12.2	65.3	22.4	87.8
	7	105	100.0	57.4	32.7	9.9	42.6
	8	43	100.0	51.2	37.2	11.6	48.8
Writing							
2009	3	89	100.0	40.0	32.9	27.1	60.0
	4	77	98.7	26.8	56.3	16.9	73.2
	5	83	98.8	46.3	36.3	17.5	53.8
	6	100	100.0	39.6	45.8	14.6	60.4
	7	102	97.1	32.7	39.8	27.6	67.3
	8	88	95.5	24.1	50.6	25.3	75.9

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	87	95.4	14.8	44.4	21.0	19.8	50.6	61.8	No	Yes
Male	38	94.7	20.0	45.7	20.0	14.3	45.7	57.4	N/A	N/A
Female	49	95.9	10.9	43.5	21.7	23.9	54.3	66.1	N/A	N/A
White	43	97.7	16.7	31.0	19.0	33.3	59.5	74.3	Yes	Yes
African American	38	97.4	14.3	57.1	25.7	2.9	42.9	44.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	16	93.8	57.1	42.9	N/A	N/A	N/A	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	53	96.2	20.4	51.0	16.3	12.2	36.7	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	87	95.4	14.8	37.0	21.0	27.2	61.7	62.7	No	Yes
Male	38	94.7	8.6	37.1	28.6	25.7	60.0	61.8	N/A	N/A
Female	49	95.9	19.6	37.0	15.2	28.3	63.0	63.6	N/A	N/A
White	43	97.7	14.3	21.4	21.4	42.9	71.4	75.1	Yes	Yes
African American	38	97.4	17.1	51.4	22.9	8.6	51.4	45.1	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	16	93.8	57.1	42.9	N/A	N/A	14.3	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	53	96.2	24.5	42.9	18.4	14.3	46.9	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	87	93.1	60.9	11.5	13.8	6.9	N/A	N/A	N/A	N/A
Male	38	92.1	57.9	13.2	13.2	7.9	N/A	N/A	N/A	N/A
Female	49	93.9	63.3	10.2	14.3	6.1	N/A	N/A	N/A	N/A
White	43	95.3	44.2	14.0	23.3	14.0	N/A	N/A	N/A	N/A
African American	38	94.7	81.6	10.5	2.6	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	16	75.0	68.8	6.3	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	53	92.5	69.8	11.3	7.5	3.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	103	100.0	19.8	31.7	36.6	11.9	56.4	69.7
	2009	87	95.4	14.8	44.4	21.0	19.8	50.6	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	102	100.0	27.7	26.7	32.7	12.9	55.4	67.2
	2009	87	95.4	14.8	37.0	21.0	27.2	61.7	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate, grades K-8	97.3%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample